

Middle Phase Unit Plan

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Title of the Unit Enhancing Comprehension With Critical Literacy: Alternative Perspectives

Common Core Standards

Reading: Informational

- RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Reading: Literature

- RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

Writing

- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - o Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - o Provide logically ordered reasons that are supported by facts and details.
 - o Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - o Provide a concluding statement or section related to the opinion presented.
- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - o Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - o Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - o Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - o Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - o Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - o Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
 - o Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Speaking & Listening

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

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- o Follow agreed-upon rules for discussions and carry out assigned roles.
- o Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- o Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Language

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- o Use underlining, quotation marks, or italics to indicate titles of works.
- o Spell grade-appropriate words correctly, consulting references as needed.
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- o Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- o Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- o Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- o Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- o Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- o Interpret figurative language, including similes and metaphors, in context.
- o Recognize and explain the meaning of common idioms, adages, and proverbs.
- o Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Progressive Skills

L.3.a. Choose words and phrases for effect.

Social Studies

- 6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
- 6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
- 6.3.4.A.2 Contact local officials and community members to acquire information and/or discuss local issues.
- 6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

21st Century Life and Careers

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.4.E.2 Demonstrate effective communication using digital media during classroom activities.

Length of the Unit

This 5th grade comprehension unit spans 5 days, for 3 x 30-60 minute periods each day and ultimately includes 15 lessons (for the purposes of this assignment, however, only 10 lessons have been fully described. The others are briefly listed for elaboration at a later date). There is an expansion aspect that continues for 5 additional days during the Writer's Workshop Block as students work on an investigation and culminating project. The unit is structured using Fountas & Pinnell's (2001) three-block format, and encompasses critical literacy lessons that support comprehension inspired by McLaughlin & DeVoogd (2004). It also covers multiple NJ Core Curriculum Content Standards for Social Studies standards as well as for 21st-Century Life and Careers.

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Resources Needed

Equipment: For Teacher Use: ELMO overhead projector, wipe-off board, Smartboard.
For Student Use: multiple computers with Internet connection

Materials: For student Use: Writer's notebooks, reading notebooks, dictionaries, thesauri, worksheets and organizers as needed for each lesson.

Media: For Student Use: Recent Internet news report with both a visual and audio element, comic strip creator program (or www.comiqs.com or www.makebeliefscomix.com)

Texts Jack and the Beanstalk and a collection of other fairy tales for student browsing
Tricycle, by Elisa Amado, by Alfonso Ruano
Children's poetry anthology
The Fourth Little Pig, by Teresa Celsi and Doug Cushman
The Three Little Wolves and the Big Bad Pig, by Eugene Trivizas
Upside Down Boy, by Juan Felipe Herrera
A traditional Christopher Columbus (from a Social Studies text book)
Multiple copies of Encounter, by Jane Yolen (for small group sharing)

Community and family resources: For Lesson #12: 2 guest speakers, one who served in Iraq or Afghanistan and one related to one who served, to tell about the war from their point of view; if community members can not be found, find a live interview on YouTube or other website. By listening to the experience of these speakers, students will be able to compare and contrast two different perspectives which will assist in directing their research for the culminating product.

Prerequisite Knowledge

Prior to starting this unit, students should have acquired vocabulary skills and have been reading on a level typical of a 4th grade and should be aware of story structure in order to have a basic comprehension of the shared stories. In addition, students should have had experience working collaboratively in small groups, and be aware of the rules for participating in class discussions so that they can express their thoughts and make constructive contributions during group sharing, whole class reflection and reading responses. Current events sharing should already be a routine part of the weekly curriculum so students can take it to the next level and start to add a critical component to their sharing. Finally, students should have completed prior lessons on interviewing guest speakers in order to be able to take notes and ask relevant questions during the visit with community members.

Unit Goals

This unit will give students the skills and strategies needed to approach a variety of print and non-print texts in multiple content areas from a more critical stance (as opposed to just an efferent (factual) or aesthetic (emotional) stance (McLaughlin & DeVogd, 2004)). Students will learn how to read critically by considering the perspectives of both characters and authors, questioning bias and looking at alternative viewpoints. These goals are important towards meeting core curriculum literacy standards. Students will improve comprehension by becoming more active readers, examining the author's intent and influence. Students will research ideas and evaluate source bias. Students will be able to express alternative perspectives and participate

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in critical discussions with others in written, spoken, visual and digital formats. All of these objectives help satisfy Literacy standards especially relating to comprehension, comparing and contrasting points of view and various writing requirement, but also certain Social Studies and 21st Century Life standards.

Following this unit, students should segue into another Critical Literacy Unit focused on Problem Posing, to include the teaching of strategies such as The Rest of the Story (examine what's missing and research it) and Switching (what if the story represented a different gender, theme, setting, emotion, race, language, relationship, etc.).

Most Important Ideas in the Unit in Terms of the Subject Matter

Critical literacy supports comprehension skills by engaging students with the text in an active manner. Understanding that there may be alternative perspectives and challenging students to think about what they may be while interacting with text, engages them in constructive learning and therefore enhances comprehension (McLaughlin & DeVogd, 2004). In addition, critical literacy encourages broader text-to-self connections as it “extends beyond teaching and learning to everyday experiences” (McLaughlin & DeVogd, 2004, p.31). There is a cross-curricular benefit to critical literacy as students are encouraged to question the source, look at bias, consider perspective and look at alternative points of view. These skills will benefit social studies and science learning, as well as literacy. Critical literacy inspires action and can show students that they have the power to question authority, contribute to society and make positive changes.

Instruction

LESSON #1 - MONDAY Reading Workshop Block

Title: Introducing Perspective Visually

Objective:

SWBAT recognize that visual elements of media carry meaning.

SWBAT realize that the illustrator or photographer's choices help shape the viewer's opinion.

Standards:

Comprehension and Collaboration

* SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

o Follow agreed-upon rules for discussions and carry out assigned roles.

o Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

o Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

* SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

* SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by

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reasons and evidence.

Reading: Informational Text

* RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Description:

This lesson will serve as a “digital jumpstart” for the unit. The teacher will tell the students that they are going to watch a news report with the sound turned off, and that they should ask themselves “What is the report about?” and “What does the camera operator want me to think about it? What emotions are conveyed?”. Using the Smartboard, the teacher will play the muted news report on the screen. Following the video, with partners, students will “think, pair, share” to try and answer the prompt questions. The teacher will use the Smartboard as an organizer to list the students’ shared theories. Next, the teacher will ask the students to notice what they “see” in their imaginations when they listen to the report with no video. The teacher will play the soundtrack of the same report with the projector turned off. As a whole class, students will discuss the similarities and differences between what they thought the report was about based on the video alone, and what they realized when they heard it using the organizer previously created on the Smartboard. Students should notice that their interpretations based on video alone were very close to the actual story. Individually, students will create an 8x10 poster displaying one or two of the images they imagined in their heads when listening to the report. They can either draw pictures or use words. On the bottom of the poster, they will write a short paragraph about what effect the visual portion of the report had on the images they had in their heads, as well as what they think the news reporter and camera operator wanted them to feel.

Assessment: Teacher observation of partner and whole-class participation, Individual poster and paragraph response

LESSON #2 - MONDAY Language & Word Study Block

Title: Critical Literacy Vocabulary

Objective:

SWBAT define and understand the use of words specifically related to this critical literacy unit.

Standards:

Vocabulary Acquisition and Use

* L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

o Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

o Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

o Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Description:

This lesson will introduce the following vocabulary words for this unit:

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- Critical
- Efferent
- Aesthetic
- Literacy
- Media
- Text
- Perspective
- Alternative
- Juxtaposition
- Intent
- Connotation
- Bias

Using a 4-group jigsaw format, each group will work collaboratively to research the meaning of 3 of the words. Groups will define the words, use them in a sentence, and record their responses on individual worksheets. The groups will then create 11x20 posters of the words and definitions for display in the classroom. Groups will then be split for the purposes of sharing their findings with other groups in jigsaw fashion. To wrap up, the teacher should have the words written on the Smartboard. Brainstorm with the class ways that these words can be sorted, and have volunteers come up and sort them. Encourage students to try sorting them based on meaning as well as conventions of spelling. Individually, students will record the words on their personal spelling lists including definitions.

Assessment: Individual worksheets, group posters, teacher observation of participation, personal spelling list

LESSON #3 - MONDAY Writer's Workshop Block

Title: Using Character Substitution to Understand Perspective (Part 1 or 2)

Objective:

SWBAT construct an understanding of how character substitution can change a story.
SWBAT rewrite a popular tale using a present day individual as the protagonist.

Standards:

- * W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - o Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - o Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - o Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - o Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - o Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

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* W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Conventions of Standard English

* L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

o Interpret figurative language, including similes and metaphors, in context.

o Recognize and explain the meaning of common idioms, adages, and proverbs.

o Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.3.a. Choose words and phrases for effect.

Description:

This lesson will span 2 days, as students plan, revise, edit, rewrite, publish, and share their work. Teacher will read aloud “Jack and the Beanstalk”. Teacher will think aloud “What if Justin Bieber were Jack? I wonder how the story would change?”. Teacher will solicit suggestions from the students and use an organizer on the Smartboard to record responses. Teacher will tell students they are going to use a comic strip program to rewrite another fairy tale of their choice with a modern day main character. Using the Smartboard, the teacher will model a using an organizer to record story elements of “Jack and the Beanstalk”, such as characters, setting, plot, conflict, and resolution. Teacher will ask students to brainstorm what modern day characters they could use in an old tale and record possibilities (cartoon characters, video game characters, rock stars, relatives, friends). Individually, students will explore book bins containing assorted tales and choose one as an example. Using the organizer, students will record story elements, including the name of their new character. In their writer’s notebooks, students will plan, revise & edit what they want their digital story to look like. Teacher will confer with individual students to get them through the edit stage. Students will finish editing in their notebooks for homework if they are not able to get through this stage during class time.

Assessment: Individual conferences, writer’s notebooks

LESSON #4 - TUESDAY Reading Workshop Block

Title: Using Mind and Alternative Mind Portraits to Examine Perspective

Objective:

SWBAT examine two points of view by creating portraits of characters in the story.

Standards:

* RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

* RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

* SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

o Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

Description:

Teacher will explain that another way to examine perspective is to consider what other characters in a story might be thinking or feeling. Teacher will tell students she is going to read aloud “Tricycle” by Elise Amado and give a brief overview of the book. Teacher will set purpose for listening by asking students to notice how each character responds to challenges and might be feeling at various points in the book. Introduce the Alternative Mind organizer using the Elmo projector and a wipe-off board, and explain that we will use this to organize our thinking after the story. As the teacher reads, pause at pre-selected parts and think aloud to model this strategy for the students. After reading, choose two sample characters from the story. Ask students to “think, pair, share” about each of these characters’ perspectives. In whole group discussion, ask for volunteers to come up to the wipe-off board and have students fill in the Alternative Mind organizer. Students will then work individually during Independent Reading to practice this strategy.

Independent Reading – Students choose from a selection of short stories sorted in bins by level and individually create Mind and Alternative Mind portraits using a worksheet for two characters in their chosen book. The teacher may work with Guided Reading groups at this time, or confer with individual students to facilitate success with this strategy.

Assessment: Teacher observation of partner and whole class participation, individual worksheet

LESSON #5 - TUESDAY Language & Word Study Block

Title: Using Poetry to Examine the Author’s Perspective

Objective:

SWBAT understand the intent of an author by examining connotations of words.

SWBAT rewrite poems using their own choice of words to convey a different meaning.

Standards:

* RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

* RL.5.6. Describe how a narrator or speaker’s point of view influences how events are described.

* L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

o Interpret figurative language, including similes and metaphors, in context.

o Recognize and explain the meaning of common idioms, adages, and proverbs.

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o Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Language: Progressive Skills

L.3.a. Choose words and phrases for effect.

Description:

Explain to students that authors let us know their perspectives or intents in writing through word choice, and that poetry is an excellent way to examine this. Using the Smartboard, display on screen your chosen poem. Tell the students that they are going to come up and circle words or phrases that cause them to feel an emotion or that show the author's feelings after you read a poem. Model this while reading the first line of the poem and circling a word or phrase that meet the criteria. Continue reading the poem. Now have students "think, pair, share" and come up as partners to highlight or circle one chosen word or phrase. Ask the students if they notice any similarity or common theme in the words chosen (perhaps they are all happy words, or angry words, etc.). Open a word document on the Smartboard, minimize to half screen, and slide it over to one side. Type at the top of the page the word that describes the common theme decided by the students. Ask the students to volunteer a guess about the author's perspective or intent. Ask the students what alternative emotion might be represented. Erase the original word and replace it with the chosen alternative. Ask students to "think, pair, share" in order to brainstorm new words that could represent that alternative. Partners will come up to the word document and type or write the alternatives under the theme word. Students will drag the words over to the poem and cover the previously circled words with a new word. The teacher will reread the poem, with the new words. Gauge student response and allow a brief discussion about how this changed the poem. Next, students will work in small groups to rewrite one of five pre-selected poems using descriptive words and phrases different from the author's. They will start by choosing the poem and following the process demonstrated by the teacher (except they will use worksheets). Once they have completed the worksheets, students will use a blank sheet to rewrite the poem and groups will select a representative to share it with the class.

Assessment: Teacher observation of whole group and small group participation, small group finished rewrite, individual organizers.

LESSON #6 - TUESDAY Writer's Workshop Block

Title: Using Character Substitution to Understand Perspective (continued)

Objective: SWBAT use technology to publish a rewrite of a popular tale.

Standards:

* W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Description:

Teacher will tell students that they are going to rewrite and publish their stories from yesterday in the form of a comic strip. Teacher will introduce students to the comic creator program using the Smartboard, and model rewriting of one possible scene from yesterday's story "Jack and the

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Beanstalk” using a website like www.comiqs.com or www.makebeliefs.com or alternative program. Students will use their edited plans from the day before to rewrite then publish a digital story using the program. Students will share work.

Assessment: Digital story

LESSON #7 - WEDNESDAY Reading Workshop Block

Title: Juxtaposing Texts to Investigate Character Traits

Objective: SWBAT compare two versions of the same story in order to notice stereotypical character traits.

Standards:

- * SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- * SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Description:

The teacher will activate student’s prior knowledge of a common fairy tale, “The Three Little Pigs”, by engaging the whole class in a quick retell of the story. The teacher will then use the ELMO to display a four-circle Venn diagram and tell students we are going to be comparing characters from the story after they get to hear the story from a missing character’s perspective. The teacher will set a purpose for listening by asking students to notice character traits. The teacher will read aloud “The Fourth Little Pig”, stopping once or twice to model by thinking aloud about a character trait. After reading, the teacher will ask students to “think, pair, share” to list all of the characters in the two stories. Volunteers will come up to the wipe-off board and label the circles on the Venn diagram. Teacher will ask students to discuss in small groups the traits they noticed for each of the listed characters. After about 4 minutes, volunteers will come up to the board and write in the traits discussed. Teacher will tell the students that they are going to use this information to start a dialogue journal with each other using a blog (or perhaps just a word document created to look like a blog). On the computer, the teacher will have posed the following questions to prompt discussion: “How was the fourth little pig different from the others? What are your feelings about that? Does it remind you of anything?” Each student will go to an individual computer and type in a reply. When finished, students will rotate to another computer and respond to another students post starting with either “I agree”, “Yes, and...”, “When you wrote xxx it made me think yyy”. The teacher will circulate and respond as well.

Assessment: Group participation; blog entries & responses

LESSON #8 - WEDNESDAY Language & Word Study Block

Title: Current Events Sharing

Objective:

SWBAT retell a news story verbally.

SWBAT harvest news stories for seed ideas for future writing.

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Standards:

- * RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- * RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- * RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- * RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Description:

Current events should be shared every Wednesday in this class. The teacher will have modeled the process earlier in the year. Students are assigned one Wednesday per month to tell about a current event or news report from any media source they choose (so only ¼ of the class will share each Wednesday). Students should have read the article at home and prepared a brief written summary or Power Point presentation including a direct quote, an interesting word and its definition, as well as their opinion about the event. While this student shares, the other students will have their Writer's Notebooks open to their "seed idea" page in order to record ideas for future investigations. After sharing, the student will call on two or three other students for feedback.

Assessment: Verbal retell, written or digital summary, writer's notebooks

LESSON #9 - WEDNESDAY Writer's Workshop Block

Title: Writing an Alternative Text to Investigate Character Perspective

Objective:

SWBAT write an alternative text with a switched scenario.

Standards:

- * W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - o Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - o Provide logically ordered reasons that are supported by facts and details.
 - o Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - o Provide a concluding statement or section related to the opinion presented.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - o Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

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Description:

The teacher will tell the students that they are going to listen to a story about a boy who is having a difficult time adjusting to life in a new country, and that after reading we are going to try and walk in his shoes by rewriting the story together. On the Elmo, display an anticipation guide that includes 2 columns labeled “What problems would you have if you moved to another country?” and “What problems did The Upside Down Boy have when he moved to America?” Ask for volunteers to share their thoughts about the 1st question and record responses. Focus listening by asking students to think about what the boy is feeling, and how might they feel if it were they who moved to a new country. Read “The Upside Down Boy” aloud. The teacher should think aloud at least once while reading to model answering the focus question. After reading, ask partners to discuss the 2nd question. Reconvene and call on volunteers to come up to the wipe-off board and write their responses in the 2nd column. As a whole group, facilitate a discussion about what it’s like for immigrants to move to a country where no one speaks their language and the culture & customs are very different.

Independent Writing – Tell students they are now going to have a chance to rewrite the story as if they were the one who moved to a new place. They are to pick a non-English speaking country. If there are students who, in fact, have moved to America from a non-English speaking country, they can choose to write about their own experience. While students work on the alternative text independently, the teacher will confer with individual students.

Assessment: Group participation; writer’s notebook entry

LESSON #10 - THURSDAY Reading Workshop Block

Title: Juxtaposing Texts to Explore Perspectives in History

Objective:

SWBAT compare two stories about Columbus and the discovery of America.

SWBAT analyze the similarities and differences in the points of view represented.

Standards:

* RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

* RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

* RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

* RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

* SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies:

6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.

6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of

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different groups of people, and explain why their experiences differed.

Description:

Ask the students what they remember about Christopher Columbus and the discovery of America. Using “K-W-L” anticipation guide on the Smartboard, record their responses. Encourage students to think about what they know about other individuals who may have been involved besides Columbus (i.e. other sailor’s, native Americans, sailor’s wives back home). Record these responses. Now ask the students what they want to find out more about and record these responses as well. Set a purpose for listening by asking students to listen for new information. Read a typical Christopher Columbus story positioning him as a great explorer (perhaps from the Social Studies text). After reading, ask students to “think, pair, share” about something new they learned. After hearing student responses and recording results, ask students if there’s still more they wanted to know (someone may suggest wanting to know more about the Native Americans’ perspective, for example). Now draw another column on the K-W-L chart. Label it with an “L”. Tell students they are now going to work in small groups to try and discover another side of this story. Engage students by asking them if they’ve ever been in a situation where they had a disagreement with someone, and when asked by an adult “What happened” neither of you seem to be able to agree on the facts? Tell the students that there can often time be two or more sides to every story, and that this new story is going to show them another side. Hand out copies of “Encounter” (hopefully 1 per pair of students). Tell groups to scan the pictures first with their partner, and then read this story “round-robin” style out loud to their small group (students have the option to pass). When they are finished reading, students will discuss in small groups what new information they learned. As a whole class, ask for volunteers to come to the Smartboard and record new information in the 4th column. Initiate a discussion about the differences they notice in what they learned from the first book and the second book. Tell students they are now going to write an individual response in their Reader’s Notebooks about the similarities and differences they noticed, and how they felt about this new information.

Assessment: Whole class and small group participation, individual response in Reader’s Notebooks.

LESSON #11 - THURSDAY Language & Word Study Block

Title: Writing Poetry to Convey an Opinion – Using “I Feel, I See, I Hear, etc.” organizer

Objective: SWBAT use appropriate word choice to write a poem that clearly conveys an opinion.

LESSON #12 - THURSDAY Writer’s Workshop Block

Title: Part 1 of Culminating Project – Interview with an Iraq/Afghanistan war veteran

Objective: SWBAT listen to a speaker, ask relevant questions and take notes.

LESSON #13 - FRIDAY Reading Workshop Block

Title: Investigate an Aspect of the Interviewee's Story Using the Internet / Analyzing Perspective of Research

Objective: SWBAT conduct research and compare and contrast differing perspectives in what they found.

LESSON #14 - FRIDAY Language & Word Study Block

Title: Revisit Unit Vocabulary / Choose Your Favorite 5 Words / write what they mean to you now.

Objective: SWBAT interact with vocabulary words in a meaningful way to increase retention.

LESSON #15 - FRIDAY Writer's Workshop Block

Title: Part 2 of Culminating Project – Interview with a relative of an injured Iraq/Afghanistan war veteran

Objective:

SWBAT listen to a speaker, ask relevant questions and take notes.

SWBAT compare and contract two points of view about a single subject.

Week 2 Extension

MONDAY Writer's Workshop Block

Title: Part 3 of Culminating Project – Formulate an Opinion Based on 2 Interviews and Internet Research / Quick Write on A Post It / Stick it on Wipe-Off Board / Sort Class into Groups with Similar Opinions

TUESDAY Writer's Workshop Block

Title: Part 4 of Culminating Project – Plan a skit, Power Point, newscast, podcast or other multimedia presentation that presents and supports the group's opinion citing evidence from research and interviews.

WEDNESDAY Writer's Workshop Block

Title: Part 5 of Culminating Project – Continue work on presentation, conducting further research if necessary

THURSDAY Writer's Workshop Block

Title: Part 6 of Culminating Project – Continue work on presentation, conducting further research

if necessary

FRIDAY Writer's Workshop Block

Title: Part 7 of Culminating Project – Presentations

Real Life Connections

The subject of critical literacy is one that should constantly be revisited. Critical literacy supports comprehension and engages students with the text in an active rather than a passive manner (McLaughlin & DeVoogd, 2004). Students develop great habits of reflection and a sense of purpose when approaching subjects critically. Critical literacy also translates well to multiple content areas, especially social studies and science. This is extremely helpful given constant time constraints, as it is possible to use critical literacy topics as a way to integrate social studies and science content areas into the three-block literacy format.

I recommend using this unit in the beginning of the school year so that it can serve as a jumping off point for further lessons allowing critical literacy skills to develop, and so that students can immediately begin looking critically at text during literacy, social studies and science lessons.

Furthermore, examining news reports, listening to community members recount their versions of stories, and including videos from the Internet will help the students develop a personal connection with the material. The lessons they learn in this unit will help students when they encounter situations in their everyday lives that are biased, or represented by one perspective only. In a diverse community, there will often times be multiple points of view about a single topic. By giving them tools that can be used in real-life, students will be motivated to stay on task and can carry these skills forward into their day-to-day activities both at school and at home.

After completing this unit and the next on Problem Posing, students will be well equipped to look critically at everything they encounter both in school and at home. This will allow deeper conversations throughout the year, with students demonstrating not only the ability, but the confidence and agency needed to develop opinions, take a stand and be able to debate multiple perspectives.

Potential Difficulties

Asking students to read critically is like asking them to challenge the authority. As a result, due to cultural differences, there may be students who are not comfortable with this style of learning. For those students, it is necessary to foster an environment where they feel very safe using these strategies and where the expression of their ideas will be received with positivity.

Since most students usually approach reading from an efferent or aesthetic stance, reading critically will not come naturally. It is important for the teacher to model the strategies being taught prior to asking students to practice.

Sharing work at the end of the lessons will allow struggling students to learn by example, and will help foster an accepting and safe environment for the application of these new strategies.

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Students who do not have experience working collaboratively may either choose not to participate, or take over the group. It will be important for the teacher to monitor group participation by circulating through the classroom, and redirecting conversation or facilitating participation as necessary.

Lastly, due to the intertwined nature of these lessons, student absence may create difficulties as they try to upon their return. It will be necessary for the teacher to spend time with those students reviewing the previous days lessons.

Accommodations/Modifications for Different Learners

For ELL students, this unit builds in frequent partner work, small group sharing and cooperative learning activities that will encourage verbal participation, facilitate understanding and build confidence with the English language.

Students with learning and other disabilities will benefit from this unit's various modes of expression, including the use of technology and digital media outlets, and from the use of anticipation guides and organizers.

Explicit instruction during Independent Reading and Writing will allow the teacher to assess the need for additional accommodations and modification as required, such as extended time for task completion or the use of additional organizers or technology.

Final Assessment

This unit uses multiple forms of assessment to gauge student progress, including teacher observation of partner and whole-class participation, group work like posters, presentations and collaborative story writing and research, as well as a culminating group project in the form of a skit or multi-media presentation. On an individual level, assessment includes worksheets, written responses in reader's and writer's notebooks and on organizers, posters, spelling lists, teacher-student conferences, digital stories, blog entries and responses, verbal retelling and interview notes.

Students will be assessed on whether they were successfully able to

- ☐ recognize that visual elements of media carry meaning
- ☐ realize that the illustrator or photographer's choices help shape the viewer's opinion.
- ☐ express their thoughts in partner, small group and whole group discussion.
- ☐ define and understand the use of words specifically related to this critical literacy unit.
- ☐ construct an understanding of how character substitution can change a story.
- ☐ rewrite a popular tale using a present day individual as the protagonist.
- ☐ examine two points of view by creating portraits of characters in the story.
- ☐ understand the intent of an author by examining the connotations of chosen words.
- ☐ rewrite poems using their own choice of words to convey a different meaning.
- ☐ use technology to publish a rewrite of a popular tale.
- ☐ compare two versions of the same story in order to notice stereotypical character traits.
- ☐ retell a news story verbally.
- ☐ harvest news stories for seed ideas for future writing.
- ☐ write an alternative text with a switched scenario.

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- ☐ compare two stories about Columbus and the discovery of America.
- ☐ analyze the similarities and differences in the points of view represented.
- ☐ use appropriate word choice to write a poem that clearly conveys an opinion.
- ☐ listen to a speaker, ask relevant questions and take notes.
- ☐ conduct research and compare and contrast differing perspectives in what they found.
- ☐ interact with vocabulary words in a meaningful way to increase retention.
- ☐ listen to a speaker, ask relevant questions and take notes.
- ☐ compare and contract two points of view about a single subject.

By showing success with these objectives, students will have developed the skills and strategies they need to read from a more critical stance, which include being able to recognize and express alternative perspectives, evaluate the author's intent and influence, and finally to participate in critical discussions with others in written, spoken, visual and digital formats

References

Fountas, I.C., Pinnell, G.S. (2001). *Guiding readers and writers: Teaching comprehension, genre, and content literacy*. Portsmouth, NH Heinemann.

McLaughlin, M., DeVogd, G.L. (2004). *Critical Literacy: Enhancing Student's Comprehension of Text*. NY: Scholastic, Inc.